DOCUMENT RESUME

ED 241 444 SO 015 500

TITLE	Elementary Social Studies Curriculum Guide. Grade 3. Communities.
INSTITUTION	Saginaw Public Schools, Mich.
PUB DATE	83
NOTE	111p.; For related documents, see ED 240 048 and SO 015 498-503.
AVAILABLE FROM	School District of the City of Saginaw, 550 Millard St., Saginaw, MI 48607 ($4.00).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Behavioral Objectives; Citizenship Education; Civics; *Community; Community Characteristics; Community Relations; Community Responsibility; Community Role; *Course Content; Curriculum Development; Curriculum Guides; Economics Education; Environment; Grade 3; Group Dynamics; Leaders; Learning Activities; Local History; Natural Resources; Primary Education; Sequential Approach, Skill Development; Social Environment; *Social Studies; Units of Study

ABSTRACT

One of a series of social studies curriculum guides, this publication outlines a third grade course on communities. Material is presented in two parts. Part 1, an overview of the program, contains an introduction, a statement of philosophy, an outline of elementary level scope and sequence, a description of Michigan mandated essential skill and knowledge objectives for primary grade social studies, a statement of scope for grade 3, and a list of the 8 units, strands, and goals for grade 3. Each of these units is outlined in greater detail in part 2 and suggestions are provided for the teaching of each. The units included in this program are: Getting Along with Others; My City; Being a Good Citizen; My City, Past and Present; Natural Resources of the Community; Goods and Services; Saginawians Yesterday, Today, and Tomorrow; and Man's Use and Care of People, Places, and Things. For each unit, a brief introduction is followed by charts which list a particular goal and objective (each tagged to the Michigan state guidelines), resources, and several learning activities. (LP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Elementary Social Studies Curriculum Guide

ED241444

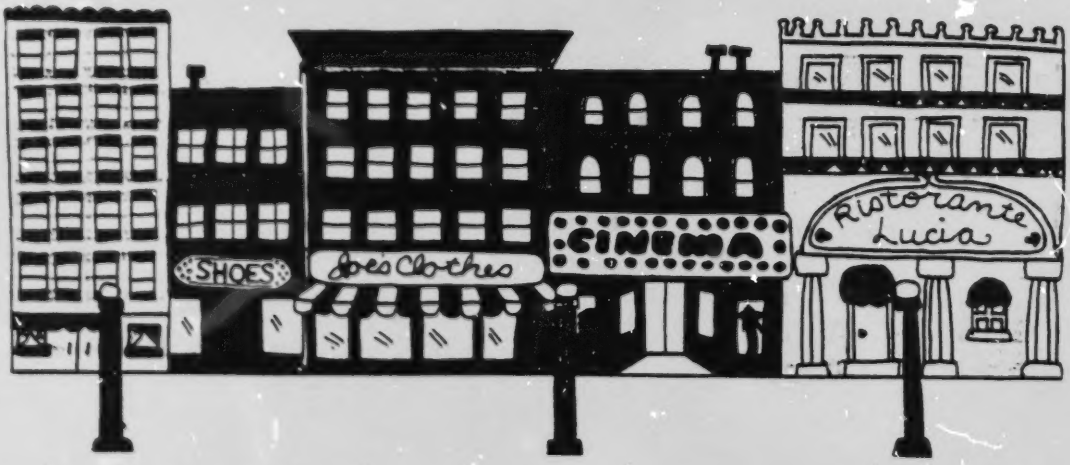
U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Grade 3

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
William D. Cheaney
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Communities



SO 015 500

School District of the City of Saginaw

ELEMENTARY SOCIAL STUDIES CURRICULUM

School District of the City of Saginaw

Saginaw, Michigan

1982-1983

Committee Members
(Grade Level)

Shirley Holmes	(1)	Maria Garcia	(4)
Mary Ann Jersevics	(1)	James Hensler	(4)
Marilyn Adams	(2)	William Ostler	(4)
Margaret Maul	(2)	Janice Roberson	(4)
Jean Miller	(2)	Dorothy Mayou	(5)
Patricia Lynes	(3)	Barbara Miller	(5)
Sue Welch	(3)	Betty Gerber	(6)
Diana Umstattd	(1-6)	Erika Joerke	(6)

Dr. John M. Chapman (1-6), Consultant
State Department of Education

Wm. D. Cheaney

Assistant Superintendent for
Elementary Education

Saginaw Board of Education

Roger Steffes, President
Willie E. Thompson, Vice-President
Ruth A. Braun, Secretary
James R. Kanary, Treasurer
Ruben Daniels, Trustee
John L. Denton, Trustee
Richard J. Stringer, Trustee

Foster B. Gibbs

Superintendent of Schools

© 1983 School District of City of Saginaw, Michigan
Printed/Distributed, 1983-1984

GRADE 3. COMMUNITIES

TABLE OF CONTENTS

Overview of Program	Page
Introduction	1
Statement of Philosophy for Social Studies Education	2
Scope and Sequence of Program, Grades 1 - 6	3
Goals and Objectives for Grades 1 - 3	4
Scope Statement for Grade 3	9
Unit Titles, Strands and Goals for Grade 3	10

Teaching Suggestions

Unit	I.	GETTING ALONG WITH OTHERS	11
Unit	II.	MY CITY	30
Unit	III.	BEING A GOOD CITIZEN	49
Unit	IV.	MY CITY, PAST AND PRESENT	60
Unit	V.	NATURAL RESOURCES OF THE COMMUNITY	68
Unit	VI.	GOODS AND SERVICES	75
Unit	VII.	SAGINAWIANS YESTERDAY, TODAY AND TOMORROW	84
Unit	VIII.	MAN'S USE AND CARE OF PEOPLE, PLACES AND THINGS	101

INTRODUCTION

The goals and objectives for elementary social studies included in this curriculum guide are based upon the Essential Performance Objectives for Social Studies, published by the Michigan Department of Education, January, 1982. A committee of Saginaw Public School teachers developed the more specific statements of what is to be included at each grade level. By so doing, the objectives are particularly appropriate for Saginaw and its students.

The objectives are divided into three categories: attitudes, knowledge, and skills. While these categories are helpful in clarifying what is to be learned, attitudes, knowledge, and skills are integrally related in the learning process and ought to be so in classroom learning activities.

Objectives are classified by grade level. All of the objectives can be thought of as strands of learning which develop from kindergarten through high school, some to be emphasized more than others at various grade levels. While students should achieve specific aspects of the objectives listed for this grade level, none of the objectives, as they are stated here, can be wholly and completely achieved. They are objectives basic in continuous learning.

For purposes of instruction, the total body of objectives has been divided into units of study. Each unit carries a title and relates to a specific social studies strand or theme. Suggested time lines for the units are based upon an assumed one-half hour of daily instruction, in grades 1 - 3, and an assumed one hour of daily instruction, in grades 4 - 6. See unit title pages exemplifying these statements.

Within each unit is a compilation of specific objectives for the grade level. Each objective is presented on a separate sheet so as to include one or more suggested teaching/learning activities and a code to describe the expected level of mastery of the objective (R = readiness; I = introduction; M = mastery; A = application). Suggested human and material resources are given, also, where appropriate.

It is hoped that this curriculum guide will provide teachers, principals, parents and support staff with a publication useful in the continuous improvement of social studies education throughout the elementary schools of this district.

A STATEMENT OF PHILOSOPHY FOR SOCIAL STUDIES EDUCATION IN THE SCHOOL DISTRICT OF THE CITY OF SAGINAW

The first priority goal of the Saginaw Board of Education is to provide quality educational opportunities in reading, math, science and SOCIAL STUDIES.

Social Studies education is essential to the development of citizenship and must reserve a major role in the total educational program of the Saginaw Schools, from kindergarten through high school. The goal of citizenship, in turn, is the constant effort through decision and action to foster just relations among people and institutions.

The welfare of individuals and the welfare of society are tightly bound. Young people need to learn to live well as social beings. From childhood on they are part of social worlds extending from their everyday groups and communities to their country and the world at large. To find their ways in these social worlds young people themselves need the personal capabilities and moral commitments for wise choices of action in their social, political, and economic roles, those present and those yet to come. The society in which young people will continue to live is one of continuity and change, diversity and commonality, difficulty and opportunity, democracy and its insufficient practice. Such a society needs knowledgeable, thoughtful, and ethical participation by its citizens.

In social education four elements are essential: KNOWLEDGE; democratic and humane VALUES: SKILLS in acquiring information and thinking about social affairs; and SOCIAL PARTICIPATION. Programs must bring these elements together to foster a sense of efficacy, sound decision making, and responsible action.

This statement of philosophy is in agreement with the State Department of Education's rationale for social studies education.

School District of the City of Saginaw

SCOPE AND SEQUENCE OF SOCIAL STUDIES CURRICULUM

Grades 1 - 6

Grade	Course Title
Grade 1.	SCHOOL AND FAMILY
Grade 2.	NEIGHBORHOODS
Grade 3.	COMMUNITIES
Grade 4.	MICHIGAN AND OTHER REGIONS
Grade 5.	THE UNITED STATES
Grade 6.	WORLD CULTURES

*This sequence is in agreement with the recommended sequences for social studies education in Michigan.

ESSENTIAL OBJECTIVES FOR

SOCIAL STUDIES EDUCATION IN MICHIGAN

GRADES K-3

Attitude Objectives

1. Develop awareness and concern for the rights and well-being of others.

   a. Show concern for the well-being and dignity of others.
   b. List the mental and physical characteristics we should be aware of in others.

2. Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concept.

   a. Identify activities of personal value.
   b. Show respect for self and one's own heritage and background.
   c. Identify personal behavior and learning that contribute to feelings of self-worth.
   d. Differentiate between right/wrong, true/untrue, and fair/unfair.

3. Develop an appreciation of the values, ethnic backgrounds, and cultures of others.

   a. Give examples of things which people value.
   b. Identify people worthy of emulation and the reasons for doing so.
   c. Identify ways of avoiding behaviors which alienate others.
   d. Recognize commonalities and differences among beliefs, values and behaviors of other persons and groups.
   e. Interacts with others of varying backgrounds.
   f. Show respect for the dignity and worth of others including those who belong to a different cultural, racial, or ethnic group than one's own.

4. Develop a reasoned commitment to the principles and values which sustain a democracy.

   a. Accept the rights and responsibilities of classroom citizenship.
   b. Participate in the making of rules for classroom and school.
   c. Respect the right of all to present different points of view in the classroom.

5. Develop the attitudes necessary for participation in society and governments both as an individual and as a member of a group.

   a. Identify responsibilities people have to their communities.
   b. Exhibit characteristics of a good leader and citizen.
   c. Participate in the making of rules for the classroom.
   d. Identifies inequities and/or injustices in classroom or peer-group activities.

Knowledge Objectives

1. Understand the rights and responsibilities of democratic citizenship.

   a. Identify some of the rights and liberties guaranteed in the United States Constitution.
   b. Understand situations in which rights have been denied individuals within the classroom.
   c. Understand that an individual's rights may conflict with those of another individual or with the general welfare.
   d. Understand the differences between stated rules and actual practices in family, school and peer-group activities.

2. Understand the role and function of law in a democracy.

   a. Understand the purposes of rules in the classroom and games.
   b. Understand how rules are made.
   c. Understand how rules can be changed.

3. Understand persistent global issues.

   a. Identify environmental and ecological problems within the community.
   b. Identify some persistent social problems within the community.
   c. Identify local natural resources used to meet needs and developing problems of the community.
   d. Identify community problems related to energy needs.
   e. Understand some of the basic needs common to all people within the community such as food, shelter and clothing.

4. Understand diverse human cultures, customs, beliefs and value systems.

   a. Understand that people everywhere have the same basic needs, but the manner in which they meet these needs differs according to their culture.
   b. Understand that customs and habits differ from one group to another.
   c. Understand that despite cultural differences, people everywhere have similar basic motivations and desires.
   d. Understand that within a community, there may exist one or several cultural groups.

e. Understand that within a community there are different ethnic, racial, and religious groups.
f. Recognize the importance of being objective and fair in regard to cultural, racial and ethnic groups other than one's own as well as one's own.

5. Understand the history and present state of own and other cultures.

a. Know some basic historical facts related to the development of the United States.
b. Understand terms such as town, city, urban, rural, suburban.
c. Understand the impact of technology on family life and the community.
d. Identify traditional and non-traditional female and male roles.
e. Understand that not all families are alike in structure.
f. Identify occupations, careers, community helpers.
g. Give examples of change in communities.

6. Understand economics and economic systems.

a. Understand factors that influence economic behavior.
b. Identify monetary units (coins, dollars).
c. Identify similarities and differences in how children obtain and use money.
d. Identify factors to consider when making purchases.

7. Understand how to be an effective producer and consumer of goods and services.

a. Understand factors that influence consumer behavior.
b. Give examples of their own limited resources and unlimited wants.
c. Demonstrate comparison shopping skills and the use of consumer aids in shopping for various goods and services.
d. Identify deceptive sales techniques and practices.

8. Understand people and the environment, regions and the spatial organization of society.

   a. Understand that the satisfaction of human needs depends directly or indirectly on the earth's natural resources.
   b. Understand the influence of the natural environment on human beings.
   c. Understand how societal actions and decisions affect the natural environment.
   d. Understand that a natural environment can serve varied needs.
   e. Recognize the potential of various societies to use and abuse the natural environment.
   f. Locate important natural features and resources within the community.

9. Know the main structure and functions of government.

   a. Know various reasons for school rules and how they are made.
   b. Identify similarities and differences between decision-making in the home and school.
   c. Understand that parents, teachers and principals are responsible for enforcing rules.

10. Understand the organization of human societies.

   a. Compare customs and habits of different groups.
   b. Understand the relationships among groups and individuals.
   c. Understand ways groups are interdependent, cooperate and compete.
   d. Understand types of conflicts between groups and ways conflicts are resolved.
   e. Understand how and why groups differ.

11. Understand the relationships between individuals and groups.

   a. Identify the variety of roles one can have within a group.
   b. Understand that the role within a group may be assigned or achieved.
   c. Understand reasons why there are different roles within groups.
   d. Understand the possible advantages and disadvantages of belonging to a variety of groups.
   e. Understand the decision-making processes used by groups.

Skills Objectives

1. Gather, analyze, synthesize, and present information.

   a. Use a variety of senses to obtain information.
   b. Understand that perceptions of the same object or event may differ from person to person.
   c. Choose appropriate sources for information desired.

d. Obtain information from a variety of appropriate sources.
e. Translate information from one form to another.
f. Draw conclusions.

2. Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

a. Presents own ideas.
b. Listen and respond appropriately.
c. Solicit clarification from others when needed.
d. Encourage others to express themselves.
e. Recognize and permit the expression of different opinions, beliefs, and ideas in a group.

3. Make decisions.

a. Recognize the occasion of need for decisions.
b. Analyze the problems.
c. Identify alternative courses of action.
d. Identify related values and goals.
e. Make a choice of alternative course of action or some trade-off among them.
f. Develop strategies to carry out the approach.
g. Apply the approach in making a decision or solving a problem.
h. Reevaluate and reformulate the process if goals are not met or new information is introduced.

SCOPE STATEMENT

GRADE 3 - COMMUNITIES

An indepth study of the local community (county, town, or city) in which the children live is a major content focus. Primary studies center on businesses that satisfy needs of the people of the community with one or more industries to be studied to provide economic understandings including interdependence of people and groups. Transportation and communication within the community are also studied. Comparisons with other rural, urban, or suburban communities are made. Human relations, reasoning, chart and graph, globe and map skill development are emphasized. Cultural similarities and differences within the class, school and community are considered.

Grade 3. Communities

UNIT TITLES, STRANDS AND GOALS

Unit I. GETTING ALONG WITH OTHERS
(Attitude goals 1, 2, 3, 4 and 5.)

Unit II. MY CITY
(Skills goals 1, 2 and 3.)

Unit III. BEING A GOOD CITIZEN
(Citizenship, Law and Government
Knowledge goals 1, 2 and 9.)

Unit IV. MY CITY, PAST AND PRESENT
(History
Knowledge goal 5.)

Unit V. NATURAL RESOURCES OF THE COMMUNITY
(Geography
Knowledge goal 8.)

Unit VI. GOODS AND SERVICES
(Economics and Consumer Education
Knowledge goals 6 and 7.)

Unit VII. SAGINAWIANS YESTERDAY, TODAY AND TOMORROW
(Sociology and Anthropology
Knowledge goals 4, 10 and 11.)

Unit VIII. MAN'S USE AND CARE OF PEOPLE, PLACES AND THINGS
(Global Issues
Knowledge goal 3.)

Unit I

GETTING ALONG WITH OTHERS

Unit I focuses upon the rights and well being of others. It also deals with the appreciation of values, ethnic backgrounds and different cultures.

In this unit, the students will develop a positive self-concept. They will accept the rights and responsibilities of classroom and school citizenship. They will develop attitudes necessary for participation in the classroom and community, as an individual and as a member of a group.

Attitude goals 1, 2, 3, 4 and 5

Six Weeks
One-half hour daily

PRIMARY CATEGORY: ATTITUDE GRADE 3 R

GOAL 1 : Develop awareness and concern for the rights and well-being others.

OBJECTIVE a : Show concern for the well-being and dignity of others.

Example: Honesty, fair play, caring.

LEARNING ACTIVITY(IES):

1. Help individual students write a letter to their favorite grown-up. Mail letters and include school address. Ask for a response to the letters. Have students share their responses with the class.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 3 R

GOAL 1 : Develop awareness and concern for the rights and well-being others.

OBJECTIVE b : List the mental and physical characteristics we should be aware of in others.

Example: Handicaps, promptness, honesty, talents, and abilities.

LEARNING ACTIVITY(IES):

1. If possible, allow students to describe each other in physical and mental characteristics. Or, ask if they can describe a family member in physical and mental characteristics.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 3 I

GOAL 2 : Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concept.

OBJECTIVE a. : Identify activities of personal value.

Example: Hobbies and recreation.

LEARNING ACTIVITY(IES):

1. Students show and explain to classmates the hobby or interests in terms of:

   How I became interested in_____.

   What tools and materials are needed?

   This could lead to what specific careers?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 3 I

GOAL 2 : Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concept.

OBJECTIVE b : Show respect for self and one's own heritage and background.

Example: Origin, family history, facts.

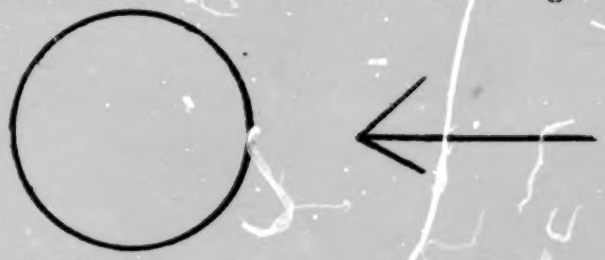
LEARNING ACTIVITY(IES):

1. After viewing film, filmstrips and pictures about children in other lands, elicit from students information for retrieval chart.

ETHNIC GROUP	COUNTRY OF HERITAGE
Italian-American	Italy
Afro-American	Africa

With black construction paper and a light source, draw outlines of students on construction paper to make silhouettes.

Make bulletin board of silhouettes with ethnic group label:



Mexican-American

RESOURCES:

1. Minorities Have Made America Great, (filmstrip) Warren Schloat Productions.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 3 I

GOAL 2 : Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concept.

OBJECTIVE c : Identify personal behavior and learning that contribute to feelings of self-worth.

Example: Success, cooperation, and pride.

LEARNING ACTIVITY(IES):

1. After demonstrating or explaining the concept of "mobile" have students draw or cut out from magazines or newspapers items which are important to them.

   Hang all items from coat hangers with yarn. Vary the length of the yarn to achieve balance.

   Have students explain why they selected items.

   Hang mobiles in room.

2. Bulletin Board - Each makes own collage for display.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 3 I

GOAL 2 : Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concept.

OBJECTIVE d : Differentiate between right/wrong, true/untrue, and fair/unfair.

Example: Define terms, give examples.

LEARNING ACTIVITY(IES):

1. Have students list, as a class, rules of the school and/or classroom. Discuss whether rules are "fair" or "unfair" in terms pre-determined through definitions for "fair" and "unfair."

   List responses on retrieval chart, chalkboard or chart paper.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 3 I

GOAL 3 : Develop an appreciation of the values, ethnic backgrounds, and cultures of others.

OBJECTIVE a : Give examples of things which people value.

Example: Homes, clothing, sports, holidays, health, etc.

LEARNING ACTIVITY(IES):

Introduce this activity by telling the following story:

"There is a new island that is very beautiful. The families living in (your city) have been chosen to move there. Each family will have a small house, but nothing else.

Every person can bring only FIVE things with them. For example: you might choose a pair of rubber boots, television set, a saw for cutting fire wood, and so on.

The students may work alone or in groups; but each student should have a list of FIVE things that he or she would bring to the island.

Questions for discussion after the "creative thinking" time:

1. What five things would you bring? (Brainstorm, using the chalkboard to make a list of the various selections.)
2. If we say that these objects we've listed and talked about are of VALUE to you, what does the word VALUE mean?
3. What do you think your mother, father, brother, or sister might bring along on this trip to a new home?
4. Would someone else's list be different from yours? Why do you think so?
5. What can we say about the word VALUES?

RESOURCES:

1. Happy Birthday To U.S., by Murray and Roberta Suid, Addison Wesley Publishing Co.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 3 I

GOAL 3 : Develop an appreciation of the values, ethnic backgrounds, and cultures of others.

OBJECTIVE b : Identify people worthy of emulation and the reasons for doing so.
Example: Public servants-teachers, doctors.

LEARNING ACTIVITY(IES):

1. Display four or five pictures of notable people from different communities on a bulletin board.

   In an envelope which may be displayed on the same bulletin board, place the names of each individual on three by five card.

   In another envelope, which will also be displayed on the bulletin board, there will be additional three by five cards which will describe the individuals.

   Allow the students to match names and descriptions with the pictures.

   Class discussion:

   a. Who were these notable persons? Why were they famous?
   b. If you could be someone else, who would you wish to be? Why?
   c. What do you like best about your good friends?
   d. Could we list some other persons whom we admire from books, sports, entertainment, and/or television. Why do we admire them?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 3 I

GOAL 3 : Develop an appreciation of the values, ethnic backgrounds, and cultures of others.

OBJECTIVE c. : Identify ways of avoiding behaviors which alienate others.
Example: Sharing positive communications, cooperation.

LEARNING ACTIVITY(IES):

1. Display pictures of all expressions - select pictures of expressions which alienate others.

   Have students respond with examples of experiences that have happened to them that have made them happy, then experiences that have made them sad.

   Examples:

Being included in a game.

Having someone call you a funny name.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 3 I

GOAL 3 : Develop an appreciation of the values, ethnic backgrounds, and cultures of others.

OBJECTIVE d : Recognize commonalities and differences among beliefs, values and behaviors of other persons and groups.

Example: Group likenesses and differences.

LEARNING ACTIVITY(IES):

1. Plan a walking tour in the immediate school community. Arrange with parents to visit two or three of the student homes during the walking tour.

   Later, discussion should focus on the different kinds of housing; family size and membership; churches, temples, mosques; different kinds of room arrangements in a home and other observations.

2. Make a list of ways people care for young children. Talk about food, toys, story telling, singing, holding. In what ways are all the families alike? Different?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 3

GOAL 3 : Develop an appreciation of the values, ethnic backgrounds, and cultures of others.

OBJECTIVE e. : Interacts with others of varying backgrounds.
Example: Discussions, games, food.

LEARNING ACTIVITY(IES):

1. Have the students publish an international cookbook.

   Select six or seven ethnic recipes that students can make in th classroom. As they make each one, write the recipes on the cha board and have the students copy them before preparing the food

   Examples of easy to make dishes for the classroom:
   Kenya: Bana Smoothie p. 42
   Poland: Holiday Cookies p. 22
   Trinidad: Banana Muffins p. 13
   Lebanon: Stuffed Pita Pockets p. 1*
   from MANY FRIENDS COOKING

   Parents of the students may volunteer recipes and/or cultural insights into their particular ethnic origin.

2. Fables, folk tales, stories of children, and short films depicting life in the countries from which they are making a dish may be included in the study.

3. Prepare a bulletin board displaying the games, songs, dances, costumes that describe and explain the cultures being studied.

4. Making cheese, using junket tablets, is fun and easy to do.

RESOURCES:

1. Many Friends Cooking, by T.T. Cooper and M. Ratner, New York, Philomel Books, 1980.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 3 I

GOAL 3 : Develop an appreciation of the values, ethnic backgrounds, and cultures of others.

OBJECTIVE f : Show respect for the dignity and worth of others including those who belong to a different cultural, racial, or ethnic background.
Example: Work and play together fairly.

LEARNING ACTIVITY(IES):

1. Prepare a "mini" ethnic festival with foods, clothing, decorations, artifacts, informative displays, and activities which are representative of the cultural backgrounds of students in the class.

2. Make frequent changes in classroom seating arrangement to encourage the development of many friends.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 3 M

GOAL 4 : Develop a reasoned commitment to the principles and values which sustain a democracy.

OBJECTIVE a : Accept the rights and responsibilities of classroom citizenship.
Example: Obey rules, care for others.

LEARNING ACTIVITY(IES):

1. Have the students discuss the sharing of a desired resource, such as drinking water, by asking two questions: "Let's pretend we are all thirsty for a drink of water, how shall we decide who may drink first, second, third, and so on until we have all had a drink?"

   "We want to be as fair as we can be, so who chooses who may drink first?"

   Have the students discuss the problem until a plan acceptable to the pupils and the teacher is made.

   Try the plan and have the students discuss how they felt about the way it worked.

   Once the students understand concepts of fairness, rights and responsibilities in terms of everyday living, the teacher can use that foundation to teach the students acceptable procedures in a variety of settings and circumstances that involve sharing, rights, responsibilities and ownership.

   Have the students discuss how they feel after each successful sharing activity. Tell the students how positive you feel about them and their behavior.

   The attention and reward given the desired behavior by the teacher and the students should result in a more positive student attitude toward rights and responsibilities.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 3 I

GOAL 4.: Develop a reasoned commitment to the principles and values which sustain a democracy.

OBJECTIVE b.: Participate in the making of rules for classroom and school.

Example: Suggest rules and vote on recommendations.

LEARNING ACTIVITY(IES):

1. Have the students think about behaviors that are good for everyone. Ask questions such as "What is a good thing for each of us to do when we first get to school?" "What are some good things to do when we first get to the classroom?" "What are some good things to do once we are in our seats?"

   Make a list of the students' responses, add some of your own if you feel important behaviors have been omitted. Have the students talk about each behavior and why it is good. Make a chart that includes the behaviors you and the students feel are important as well as good. Call these your class rules for good behavior.

   Offer to share the list with others to form school rules.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 3 I

GOAL 4.: Develop a reasoned commitment to the principles and values which sustain a democracy.

OBJECTIVE c. : Respect the right of all to present different points of view in the classroom.

Example: Respect other's opinions.

LEARNING ACTIVITY(IES):

1. Present several different kinds of fruit to the class. Ask the students to raise their hands if they like each kind of fruit as you point to it and call it by name. Next have students name their favorite fruit. Then lead a discussion on preference to develop the concept that it is good that we have different preferences so that we don't all want the same things.

   Repeat this activity using vegetables and desserts to disclose differences in preference.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 3 I

GOAL 5. : Develop the attitudes necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE a : Identify responsibilities people have to their communities.

Example: Obey laws.

LEARNING ACTIVITY(IES):

1. Ask groups of students to suggest ways to encourage individuals to prevent litter, concentrating on the community, rivers, factories, streets.

2. List the benefits derived from obeying school rules. Consider the benefits to the group as well as to the individual.

RESOURCES:

1. There Lived a Wicked Dragon, environmental coloring book by U.S. Environmental Protection Agency, 40¢ from Supt. of Documents, U.S. Govt. Printing Office. (S,T)

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 3 R

GOAL 5 : Develop the attitudes necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE h : Exhibit characteristics of a good leader and citizen.
Example: Planner, speaker, wisdom, respect for others, honesty.

LEARNING ACTIVITY(IES):

1. Have groups of students discuss and develop a suggested plan for rotating responsibility for playground activities and equipment, and select a representative to present the plan to the class. Prior to presentation of group plans, have general discussion about the importance of finding reasonable ways to work out different opinions about how to get things done. Encourage students to select a plan or to rotate use of several plans which provide opportunities for responsibility and for cooperation with leaders for as many students as possible.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 3 I

GOAL 5 : Develop the attitudes necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE c. Participate in the making of rules for the classroom.

Example: Suggestions, decision-making.

LEARNING ACTIVITY(IES):

1. Have groups of students suggest rules and procedures for the classroom which would reduce the time required for regular tasks. Develop a plan with the class in which qualifications for leaders are spelled out and students will be elected to assume responsibilities, as appropriate.

RESOURCES:

1. Family Values, filmstrip, cassette and game from Scholastic Magazine and Book Service (S, T)
2. How to Turn Up into Down into Up, by Louise Armstrong--Book from Voyager Books, $1.95 (S)

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 3 I

GOAL 5 : Develop the attitudes necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE d : Identifies inequities and/or injustices in classroom or peer-group activities.
Example: Cliques.

LEARNING ACTIVITY(IES):

1. Present an individually prepared case study illustrating inconsiderate, inequitable behavior by children of same ages as students, e.g., taking turns, waiting in line in cafeteria, rudeness, cruel remarks, vandalism.

   Design a survey form with the class for recording observed negative behavior by school children over a set period of time.

   Following reports of observations, have students discuss their ideas of why the negative behavior occurs and how to improve student behavior. Prepare a school bulletin board featuring the positive suggestions.

RESOURCES:

1. Our Society, filmstrips and cassettes from Westinghouse Learning Corp. (S,T).
2. Ideas about Choosing, by John Maher and Stowell Symmes, book from Franklin Watts, Inc. (S).

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Unit II

MY CITY

Unit II is an indepth study of the local community. The children will gather, analyze, synthesize and present information in order to become more aware of their community.

The children will develop skills necessary for participation in making decisions individually and as members of a group. They will practice interacting in and among groups within the community.

Skills goals 1, 2 and 3

Five Weeks
One-half hour daily

PRIMARY CATEGORY: SKILLS GRADE 3 R

GOAL 1 : Gather, analyze, synthesize, and present information.

OBJECTIVE b : Understand that perceptions of the same object or event may differ from person to person.
Example: Difference of opinion.

LEARNING ACTIVITY(IES):

1. Show a picture containing various objects to the class. Ask the children to study it for a full minute. Take the picture away and ask what they remember. Discuss how and why people remember in different ways.

2. Role play. Seat three children in front of class. Select volunteers to tell how those children are alike and different.

3. Present a concept. Allow three students to express their opinions. Class will discuss why there were differences of opinion. (Note: While one child is expressing opinions other two are out in the hall.)

RESOURCES:

Picture of various objects.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 3 I

GOAL 1 : Gather, analyze, synthesize, and present information.

OBJECTIVE c : Choose appropriate sources for information desired.

Example: Library atlas, globe, magazines.

LEARNING ACTIVITY(IES):

1. Read two stories that deal with the same topic, such as bears. After reading, ask the children to decide which had the real information (facts) and which contained unreal ideas.

2. Have a collection of different types of activity books in the classroom. Discuss the kinds of information found in each book in a teacher-directed activity.

3. Allow the students time to browse through the books. Then, play a game of asking, "In which book will I find.....?"

   Ask questions, such as:

   In which book or books will I find...

   a. The names of a TV repair store
   b. A map of Michigan
   c. The meanings of the word "permit".... others

   (telephone book, atlas, encyclopedia, or other)

RESOURCES:

1. Fiction and non-fiction books that deal with the same topic.

Dictionary	Newspaper
Atlas	Magazine
Encyclopedia	Telephone Book
Reading Book	
Cookbook	

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 3 I

GOAL 1 : Gather, analyze, synthesize, and present information.

OBJECTIVE d : Obtain information from a variety of appropriate sources.

Example: Speakers (community helpers).

LEARNING ACTIVITY(IES):

1. Read a story or an article to the children concerning a topic that interests them. Make sure there is factual information in the selection.

   After the reading, discuss the facts gleaned by the children. List them on the chalkboard. Then, have the children write, in their own way, something about the topic by using the facts listed on the board.

2. Invite different community helpers (such as fireman, dentist, policeman, computer science engineer) to visit the classroom. Ask them to talk about their work and its importance to the community.

   After the guests leave, make a composite list of the information presented.

RESOURCES:

1. Non-fiction books
2. Encyclopedias

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 3 I

GOAL 1 : Gather, analyze, synthesize, and present information.

OBJECTIVE e. : Translate information from one form to another.

Example: News to graphs or maps.

LEARNING ACTIVITY(IES):

1. Compile information regarding the number of children in the class who have been to:

   Library
   Saginaw Museum
   Fire Station, etc.

   Then organize the data into graph form. Assemble a large-size graph to show the relationship of information.

2. Assign each student the task of:

   Developing a question (How many pets do you have? What is your favorite subject?)
   Interviewing other students
   Recording data
   Organizing data in a graph

RESOURCES:

Wall Graph

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 3

GOAL 1. ; Gather, analyze, synthesize, and present information.

OBJECTIVE f. ; Draw conclusions.
Example: Make a decision, judgement of a situation.

LEARNING ACTIVITY(IES):

1. Show a large photograph of some geographic area. Ask students to tell what they see. Then help them surmise where that picture must have been taken, based on what they see.

   Example: Urban or rural
   North, South, East, West
   Winter or summer
   Developed or undeveloped country

   Have children understand or realize that they have been drawing conclusions based on prior knowledge.

RESOURCES:

1. Posters
2. Magazine pictures

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 3 I

GOAL 2.: Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE a : Presents own ideas.

Example: Share views.

LEARNING ACTIVITY(IES):

1. Teacher and students plan a culminating event for-

   -end of a unit
   -end of a semester
   -Ethnic Festival, etc.

   Brainstorm ideas about-

   -what to do
   -where to do it
   -how to present it

   Compile ideas on retrieval chart.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 3 I

GOAL 2.: Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE b.: Listen and respond appropriately.
Example: Discussions (sticking to subject).

LEARNING ACTIVITY(IES):

1. Have students listen to a story read by teacher or to a taped narration about life in another country.

   As a class, respond orally to a list of questions on chalkboard or experience chart paper.

2. Set up a listening station in which children can study narrations about:

   -famous persons
   -Saginaw History
   -Indian history

   Hold a discussion on the content. Ask children to respond to questions listed by teacher.

RESOURCES:

1. Tapes
2. Indians, Jacks and Pines, by Stuart Gross, Hillsdale Publishing Company.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 3 R

GOAL 2 : Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE c : Solicit clarification from others when needed.

Example: Interviews.

LEARNING ACTIVITY(IES):

1. Have students, as a class, discuss selected terms, i.e., family, neighborhood, group, village, town, city.

   Elicit at least five responses from different students. Write responses on board. Then agree, as a class, on one definition. Do this for each term.

   Have students draw pictures illustrating each term. Have them write the definition under the picture.

2. Initiate or add to a social studies vocabulary dictionary.

3. Allow students to interview principal (Prepare questions beforehand with help of teacher).

4. Interview a Councilman, the Mayor, the Superintendent of Schools, and a Policeman. Use prepared questions. Report findings to the class.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 3 R

GOAL 2 : Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE d. : Encourage others to express themselves.

Example: Debates.

LEARNING ACTIVITY(IES):

1. Show pictures (scenes) of selected situations. Ask students to respond to the following questions:

   (a). What is happening in the _____?

   (b). What probably happened before this?

   (c). What will probably happen next?

   Discuss responses.

RESOURCES:

1. Scenes from magazines
2. Slides
3. Newspapers

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 3 R

GOAL 2 : Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE e : Recognize and permit the expression of different opinions, beliefs, and ideas in a group.

Example: Problem-solving through role playing.

LEARNING ACTIVITY(IES):

1. Have two students role play a situation which calls for an argument to ensue. For example, one student bumps another. Structure the situation so that the class thinks it to be a real conflict.

   After a short period of time, stop the argument. Discuss the following:

   (a). What caused the argument?
   (b). What happened as a result of the argument:
   (c). What might have happened if the argument had not been interrupted?
   (d). Did you take sides in the argument?
   (e). If yes, why? Whose side? If no, why not?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 3 I

GOAL 3. : Make decisions.

OBJECTIVE a. : Recognize the occasion of need for decisions.
Example: Elections.

LEARNING ACTIVITY(IES):

1. Elect a room representative for student council.
2. Elect the classroom monitors.
3. Elect a citizen for the week.

RESOURCES:

1. Display copy of criteria for nominees for each office.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 3 I

GOAL 3. : Make decisions.

OBJECTIVE b. : Analyze the problems.
Example: State the known facts.

LEARNING ACTIVITY(IES):

1. Present a problem in pictorial form. The children will pick out clues from the picture which help to verify the problem that exists.

2. Present a problem in story form. Present a list of statements. Take away those statements that do not relate to the problem.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 3 I

GOAL 3. : Make decisions.

OBJECTIVE c. : Identify alternative courses of action.

Example: Solutions to problem.

LEARNING ACTIVITY(IES):

1. Present a problem (story or pictorial form). Select small groups to role-play. Each group will act out its own version of the solution to the problem.

2. Present a problem, such as a lost or found purse. Allow the students to tell what they would do to solve the mystery of the lost or found purse.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 3 R

GOAL 3.: Make decisions.

OBJECTIVE d.: Identify related values and goals.

Example: Values and goals.

LEARNING ACTIVITY(IES):

1. List a group of things (house, car, food, bicycle) and select those things that are most important. Number them in the order in which they are important.

2. Duplicate a list of questions similar to the following:

   (a). Which would you most like to have?

   -one best friend
   -many friends
   -two or three good friends

   (b). Which of these would you want most as a neighbor?

   -a teacher
   -a circus clown
   -a dentist

   (c). To whom would you tell a secret?

   -your friend
   -your teacher
   -your parent

3. Write a story "When I Grow Up."

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 3 R

GOAL 3 : **Make decisions.**

OBJECTIVE e : **Make a choice of alternative course of action or some trade-off among them.**
Example: Bargaining. -

LEARNING ACTIVITY(IES):

1. Present a situation in which a small group of students, without the use of money, will have to acquire a product by means of trading what they have to get what they want. Role-play the action.

2. Upon receiving points for good behavior or good work the child can trade points for certain privileges. Privileges could be free time, game of choice at a learning center, read a book to the class, use tape recorder.

RESOURCES:

1. Items valued for trading.
2. List of privileges for bargaining and point value of each.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 3 R

GOAL 3.: Make decisions.

OBJECTIVE f.: Develop strategies to carry out the approach.
Example: Campaigning.

LEARNING ACTIVITY(IES):

1. During election time have a mock election:

   (a). List of candidates (3).
   (b). Rules and criteria for campaigning.
   (c). Campaign speeches.
   (d). Campaign posters.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 3 R

GOAL 3 : Make decisions.

OBJECTIVE g : Apply the approach in making a decision or solving a problem.

Example: Talk, listen, argue, debate.

LEARNING ACTIVITY(IES):

1. Situation-Mock Election.

   (a). Candidates will make campaign speeches stating what they will do to solve a community problem, such as littering.

   (b). The class will listen in order to decide who will best carry out the campaign promises.

   (c). All candidates will debate the issue and tell how they think the issue will be solved.

   (d). The class will choose the candidate who best gave statements of facts.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 3 R

GOAL 3.: Make decisions.

OBJECTIVE h.: Reevaluate and reformulate the process if goals are not met or new information is introduced.

Example: Amendments (change old goals).

LEARNING ACTIVITY(IES):

1. Display a list of old classroom rules. Discuss the strong and weak points of each. Allow the class to decide which rule should be changed and why, if needed.

2. State an instructional goal. (Each child should be able to write correctly the letters a, c, e, i, m, n, r, s, u, x within four weeks). If the goal is not met by 80% of the class, ask the students to help evaluate the process by which the lesson was taught and to amend the original goal statement.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Unit III

BEING A GOOD CITIZEN

Understanding the democratic form of government and how it works is the major focus point of this unit. The emphasis is on the rights and responsibilities of a citizen through actual practice of classroom rules. The students must understand situations in which certain rules may be used only in the classroom or only at home. Some rules may be common to both settings. For the general welfare of the students, they should understand that certain people are responsible for enforcing rules (e.g., home - parents; school - teachers and principal; community - policemen and judges).

Citizenship, Law and Government
Knowledge goals 1, 2 and 9

Seven Weeks
One-half hour daily

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 R

GOAL 1 : Understand the rights and responsibilities of democratic citizenship.

OBJECTIVE a : Identify some of the rights and liberties guaranteed in the United States Constitution.
Example: Students have right to express their own opinions.

LEARNING ACTIVITY(IES):

1. Have students discuss their rights and responsibilities in school. List the rights on the board. Put the work "Constitution" after each right guaranteed by the Bill of Rights of the United States Constitution. Tell the students the Constitution has rules to guide our national government including the President of the United States. Explain to the students that some of the rules are in the Constitution to protect the rights of each person in our country. Emphasize those on the board as examples of rights provided and protected by the Constitution.

2. Display Classroom Rules. Discuss terms "fair, unfair, opinions, facts." Highlight fair/unfair as rules are followed. Have children express opinions as to what fair and unfair mean.

RESOURCES:

1. A copy of the Constitution of the United State of America.
2. Copy of Classroom Rules.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 I

GOAL 1 : Understand the rights and responsibilities of democratic citizenship.

OBJECTIVE b : Understand situations in which rights have been denied individuals within the classroom.

Example: Non-observance of holidays and participation in sports.

LEARNING ACTIVITY(IES):

1. Consider the fact that different sabbaths are observed on different days (Jewish-Seventh Day Adventists). Consider also, non-participation in Pledge of Allegiance.

2. Have the students discuss some of the freedoms provided by the first Amendment of the Bill of Rights of the Constitution of the United States such as freedom of religion, speech and press. Ask the students if they feel that they can speak or write anything they wish in school. Point out that school is a special place people are required to attend so all have responsibilities to each other to be fair in what we say and write so that everyone has a chance to learn and to be happy.

RESOURCES:

1. A copy of the Bill of Rights of the Constitution of the United States.
2. REMC-9 #270207 MP Holidays Your Neighbors Celebrate.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 I

GOAL 1 : Understand the rights and responsibilities of democratic citizenship.

OBJECTIVE c : Understand that an individual's rights may conflict with those of another individual or with the general welfare.

Example: Some materials and facilities must be shared.

LEARNING ACTIVITY(IES):

1. Have students discuss what they feel are their rights. Help them to realize and understand for each to have his/her rights for self-fulfillment and an education protected, that each must recognize and respect the rights of others including their classmates, teachers, and parents, as they learn to share at school as well as at home.

2. Set up a center where materials have to be shared. Display rules to be followed. Select a project and allow students to work on project with emphasis on sharing materials to be used.

RESOURCES:

1. A Recommended Guide to Students' Rights and Responsibilities in Michigan, Michigan Department of Education, Office of School and Community Affairs, Box 420, Lansing, MI 48902 (517) 373-3260
2. List of rules.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 R

GOAL 1 : Understand the rights and responsibilities of democratic citizenship.

OBJECTIVE d : Understand the differences between stated rules and actual practices in family, school and peer-group activities.

Example: Rules change according to situations.

LEARNING ACTIVITY(IES):

1. Make a list of home rules that are not practiced on Saturdays and Sundays. For example, getting up time and breakfact responsibilities.
2. Which home rules are not practiced if guests are in the home?
3. Which school rules are not practiced if there is a fire drill? If a student is asked to help in the office? If it is raining?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 I

GOAL 2 : Understand the role and function of law in a democracy.

OBJECTIVE a : Understand the purposes of rules in the classroom and games.

Example: Student safety and orderly work situation.

LEARNING ACTIVITY(IES):

1. Set up a center with activities. Display rules and activities for that center. Allow one child to work at the center. (Role-play) Present a situation of conflict with two or more students.

   This activity should point out that as long as there was only one person at the table there was no conflict. When other people came to the center, however, rules were needed to ensure fair treatment for all persons.

2. Discuss other classroom and/or game rules. Have children give reasons why rules are needed.

RESOURCES:

1. Learning Center Rules.
2. Learning Center Activity.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 R

GOAL 2 : Understand the role and function of law in a democracy.

OBJECTIVE h : Understand how rules are made.

Example: Discussion, voting, handed down by others.

LEARNING ACTIVITY(IES):

1. Ask sutdents to think about and then share a school rule.
   a. Walk in school halls.
   b. Take turns on the swings.
   c. Put toys back on the shelf after playtime.

2. Through guided discussion help students to understand:

   a. Why there is a rule.
      Answers - Safety, fairness, a need for order to find things.

   b. How that rule came into being.
      Answers - Several children fell and were injured in the hall. The teachers were concerned, went to the principal with the problem and a new rule was made.

3. Identify for students the following steps. This will set the stage for later learning of more formal methods of change.

Problem	Discussion	Alternatives
Children injured in the halls	What can be done?	-Keep kids out of halls. -Tell kids to be careful. -Make kids walk.
Rules	**Enforcement**	
Make kids walk	Principal, teachers, other kids.	

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 I

GOAL 2 : Understand the role and function of law in a democracy.

OBJECTIVE c : Understand how rules can be changed.

Example: Student council, appealing to court, patrols, squad girls.

LEARNING ACTIVITY(IES):

1. Identify a possible school rule for students.

   -All students must go out at recess.

   Discuss possible reasons for the rule.

   -need fresh air
   -need exercise
   -need chance to make noise

   Ask students to think about the rule under the following conditions:

   -rain
   -thunderstorms
   -blowing snow storm

2. Encourage students to discover and recommend a rule change about recess.

3. Let students try to come up with examples of rules that might need changes.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 M

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE a : Know various reasons for school rules and how they are made.

Example: Safety depends upon rules agreed upon and followed by all.

LEARNING ACTIVITY(IES):

1. Building-wide rules:

   Put a list of 5 to 7 school rules on the chalkboard.

   a. Have students list on a sheet of paper what might happen if the school doesn't have these rules.

   b. Have a student council representative from a higher class explain how rules are made involving students, parents, teachers, and the principal. (The principal can be invited)

2. Classroom rules:

   a. Have the students make a list of rules that are needed in school that don't exist or of changes that need to be made in existing rules. Have students explain why they have listed the rule or changes.

   b. Have students discuss their duties and responsibilities as a member in their school.

3. Civil defense/community rules:

   a. Display, explain and practice fire drill rules, tornado rules. (Principal, teacher or health-safety official)

RESOURCES:

1. Beginning Responsibility, Rules at School. Chicago, Coronet Instructional Films. (16 mm)
2. Helpers at Out School. Chicago, Coronet Insturctional Films.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 I

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE b : Identify similarities and differences between decision-making in the home and school.

Example: Parent(s) and family group vs. school leaders and many students, for different purposes.

LEARNING ACTIVITY(IES):

1. Brainstorm on the chalkboard a list of ways decisions are made in the various homes of class members.

   In a second column, brainstorm a list of ways students think decisions are made in school.

   Place an S by those decision-making processes that are similiar and a D by those that are different.

   Lead a discussion as to why there are similarities and differences in the decision-making processes.

RESOURCES:

1. REMC-9 #086006 MP How To Solve A Problem.
2. School Problems, Getting Along With Others, Santa Monica, CA BFA, Educational Media. (16 mm)
3. Problem Solving Charts (Social Studies).

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 M

GOAL 9 : **Know the main structure and functions of government.**

OBJECTIVE C : **Understand that parents, teachers and principals are responsible for enforcing rules.**

Example: Adults are responsible for the protection, safety, and preservation of peace, therefore must enforce rules.

LEARNING ACTIVITY(IES):

1. Divide the class into groups and have each group make up a list of classroom and school rules (two separate lists).

   Have the students list the role of parents, teachers, and principal in enforcing each rule listed.

   Have a leader from each group report back to the class the reason for each rule they made and the role of the person responsible for enforcing the rule.

   Example:
Student misbehavior in class	-teacher
Repeated misbehavior	-principal
Continued misbehavior	-parent

   Have the class determine if parents should be more involved in enforcing school rules. Have students list ways in which parents can have more involvement in school. Why?

RESOURCES:

1. REMC-9 #272739 SF Safety Set-Home Safety.
2. REMC-9 #275176 MP Family Teamwork.
3. REMC-9 #060520 MP Families and Rules-Watch How Well Everything Works.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Unit IV

MY CITY, PAST AND PRESENT

This unit focuses on the influence of time upon culture. To become aware of one's own culture and to understand other cultures requires that children have knowledge and understanding of our city - today and yesterday.

Primary studies in this unit are centered on community services, community institutions and a technology that enables the community to exist. People and groups within the local community are studied to bring about an understanding of the interdependence of people within a community (town, city, urban, rural and suburban). Interdependence is examined in respect to numerous roles and services.

History
Knowledge goal 5

Four Weeks
One-half hour daily

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE a : Know some basic historical facts related to the development of the United States.
Example: Birthdays of national figures such as Washington and Lincoln; National Anthem; ethnic music (Cinco De Mayo-Mexican).

LEARNING ACTIVITY(IES):

1. Divide a sheet of paper into three columns. Head the columns National, Religious, and Local. In each column place the names of events celebrated in your community during a year.

2. Collect pictures of special places in the U.S. - (Mount Rushmore, Lincoln Memorial, Philadelphia (Liberty Bell), Washington Monument, Jefferson Memorial).

3. Use clay to make a model of a memorial. The memorial can be one you have read about or discussed, about one in your own town or about one which the student wishes to propose. Discuss the significance of the person/event memorialized.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE b : Understand terms such as town, city, urban, rural, suburban.

LEARNING ACTIVITY(IES):

1. Show filmstrips or present pictures of a town, a city, and a village, etc. Have students list features about each that are similar or dissimilar.

   Lead students to observe that population and services are main differences.

   Discuss definitions, having students relate to the term which identifies where they live.

2. Make diorama of Saginaw County (include urban, rural, suburban).

RESOURCES:
1. Pictures of towns, cities, villages, etc.
2. Diorama in Saginaw Historical Museum.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE c : Understand the impact of technology on family life and the community.
Example: Growth of new kinds of jobs and loss of old types of jobs.

LEARNING ACTIVITY(IES):

1. Create a pencil drawing of the industrial part of the community. Have students erase from the drawing the main industry. Discuss what happens to the rest of the community and the people of the community.

2. Create a pencil drawing of the community. Add an industry - discuss how that would affect the people of the community.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE d : Identify traditional and non-traditional female and male roles.

Example: Male and female roles in the home, school and Saginaw area, now and when grandparents were children.

LEARNING ACTIVITY(IES):

1. Elicit names of "job roles" from students, i.e.,

   -police officer
   -lawyer
   -dentist
   -doctor
   -nurse
   -teacher

   List them in one of the following columns, according to student wish.

   Male Female

   Identify whether roles are traditionally male or female and whether change has taken place if the roles are interchangeable.

RESOURCES:

1. Pictures from magazines.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 I

GOAL 5 : **Understand the history and present state of own and other cultures.**

OBJECTIVE e : **Understand that not all families are alike in structure.**
Example: Different family structures: Single parents, two parents, grandparents, playkins.

LEARNING ACTIVITY(IES):

1. Have students draw pictures of their families. Have family members labeled, i.e.,

   -mother
   -father
   -brother
   -sister

2. Students will share pictures and narration of pictures with class.

3. Information about families should be entered on retrieval chart:

Number in Family	Family Members
3	Mother, Father, Son
3	Father, Son, Daughter

Note differences in family structures.

RESOURCES:
1. REMC-9 #274166 MP Families-Alike and Different.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 M

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE f : Identify occupations, careers, community helpers.

Example: Community jobs such as firemen, policemen, mailmen, bankers, doctors, lawyers, engineers.

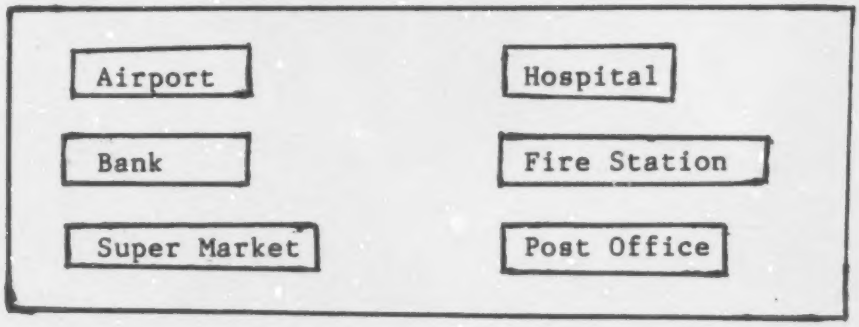
LEARNING ACTIVITY(IES):

CAREERS

1. Ask students to cut out, draw or display pictures of:

   a bank
   a supermarket
   a department store
   a post office
   a fire station
   an airport
   a hospital
   some other place of work

3. Make group charts such as:



   Under each picture, have students list workers that are found in that building.

RESOURCES:

1. Magazines.
2. REMC-9 #270853 MP Agribusiness.
3. REMC-9 #012350 MP Airport in the Jet Age.
4. REMC-9 #271961 MP Building a Freeway.
5. REMC-9 #271787 MP I Can Be A Food Processing Worker.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE g : Give examples of change in communities.

Example: Saginaw from lumbering to automotive industries; from Downtown, Westside and Eastside to shopping malls.

LEARNING ACTIVITY(IES):

1. Have students read histories of Saginaw, view films of early Saginaw or use other reference materials that depict life during pioneer days.

2. Write short stories about lumbering in the early years.

3. Take a walking tour of Downtown Saginaw. List the buildings in four selected blocks. Describe the occupants of each. Interview parents and grandparents to learn about former occupants of the buildings.

4. Examine the corner stones of public buildings. What are the dates on them? Write plays to explain the reasons for having those buildings, in earlier years and now.

RESOURCES:

1. Pioneer Living: Education and Recreation, Coronet Films, Inc.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Unit V

NATURAL RESOURCES OF THE COMMUNITY

Many factors influence societal actions and choices. Unit V focuses on how elements in nature affect the quality of people's lives. The location and availability of natural resources, the weather, the climate and environmental problems, such as pollution, can affect our choices as well as our actions.

The students must understand and be able to locate natural resources within the community. They must know about resources which provide recreation for people, homes for animals and food for man and animals.

Geography
Knowledge goal 8

Three Weeks
One-half hour daily

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 R

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE a : Understand that the satisfaction of human needs depends directly or indirectly on the earth's natural resources.
Example: People in Saginaw depend upon natural resources.

LEARNING ACTIVITY(IES):

1. Show, with various stages of development, how a tree provides wood which can be made into many different products. Show a cross-section of a log, a piece of 2 x 4, a wood spoon, chair, paper, and other wooden products.
2. Make a "Smoky Bear" poster and dramatize its message.
3. Show film "Forests to Furniture".
4. Make a pictorial map of the world to illustrate the sources of all the food you had for breakfast, or lunch, or dinner.
5. Prepare a TV documentary on the making of your outdoor winter clothing.

RESOURCES:

1. National Parks, Northwest Regional Office, 143 S. Third St., Philadelphia, PA 19106
2. Sale, Larry L., and Lee Ernest W., Environmental Education in the Elementary School, New York, Holt, Rienhart and Winston, Inc., 1972.
3. Department of Natural Resources, Lansing, MI 48909

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 R

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE b : Understand the influence of the natural environment on human beings .
Example: Rain causes floods in lowlands and provides for recreational opportunities such as fishing and boating in Wickes Park.

LEARNING ACTIVITY(IES):

1. Show pictures of floods, tornadoes and hurricanes as examples of weather.
2. Discuss and illustrate why buildings cannot be built on mountains and swamps.
3. Illustrate the importance of water to people living in cities and in the country.
4. Make a map of Wickes Park and other recreational sites along the Saginaw River. Include the Green Point Nature Center and its walking trails.

RESOURCES:

1. United States Department of Commerce, Environmental Science. Services Administration, Washington, D.C. 20402
2. Environmental Quality, Consumers Power Co., 212 W. Michigan Avenue, Jackson, MI 49201.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 R

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE c : Understand how societal actions and decisions affect the natural environment.
Example: Littering spoils the beauty of the parks and community; fires caused the loss of the white pine.

LEARNING ACTIVITY(IES):

1. Have children list problems that might occur in their lives if there were no services, such as sanitation helpers.

2. Have students illustrate at least one potential environmental problem. Group the illustrations and make a large class chart.

3. Divide the students into small discussion groups to complete one area of an environmental chart. See example below.

Picture	Problem	Service Needed	Workers Needed

RESOURCES:

1. REMC-9 #270443 MP Community Helpers-Sanitation Department.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 R

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE d : Understand that a natural environment can serve varied needs.

Example: Homes for animals, recreation for people, food for man and animals.

LEARNING ACTIVITY(IES):

1. On a map, locate the five Great Lakes. Point out the services provided by the lakes, such as transportation, food, and recreation.

2. Take a trip to Green Point Nature Center. Observe wildlife and its natural habitat. List the three basic needs of wildlife there. Verify how those needs are met.

RESOURCES:

1. REMC-9 #128476 FS Lumbering Era in Michigan.
2. REMC-9 #074160 MP Great Lakes Area-Men, Minerals and Machines.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 I

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE e : Recognize the potential of various societies to use and abuse the natural environment.

Example: Clearing a forest for farms, factories and highways; state parks for recreational purposes.

LEARNING ACTIVITY(IES):

1. Ask the students to close their eyes and imagine how Michigan looked when the explorers arrived and thousands of trees covered the land. Discuss the Lumbering Era in the state when the giant white pine trees were systematically stripped from the land.

2. Show the film Timber Harvest, available from the Department of Natural Resources, Lansing, MI 48909.

3. Set up an exhibit of products from trees and from lumbering Consider the value of those products to Saginaw. (Include the income of the laborers)

4. Interview a 4-H Club leader, the County Agricultural Agent or a farmer to learn about the many uses of soil. What do they mean by "tree farming?" What do they mean by "cash crops?"

RESOURCES:

1. Forest Conservation Packets for Teachers. American Forest Products Industries, 1816 N. St. N.W., Washington, D.C.
2. How Our Forests Serve Us, Pamphlet #0-9, Michigan Department of Natural Resources, Lansing, MI 48909.
3. Chart: What We Get From Trees, #D-5. Department of Natural Resources, Lansing, MI 48909.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 I

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE f : Locate important natural features and resources within the community.

Example: Rivers, lakes, bays; coal mines, oil fields and power plants; peat bogs , swamps and limestone deposits.

LEARNING ACTIVITY(IES):

1. On a map of Michigan locate the Great Lakes, Saginaw River and Saginaw Bay.

2. Use a large wall map of Michigan to locate where natural features and/or natural resources are found. Place a sheet of plastic over the wall map. Ask students to bring in labels or make labels representing things we use from nature. Use rubber cement to attach these labels at the correct locations, on the plastic covering of the map.

RESOURCES:

1. Map of Michigan-desk copies.
2. Wall Map of Michigan.
3. Plastic cover for wall map.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Unit VI

GOODS AND SERVICES

Unit VI focuses on consumer economic education. It includes decision-making skills and the role of planning before spending. An understanding of advertizing and the market place is taught through first hand experiences with budgeting and money. Related concepts to prepare students for the earning, saving and wise spending of money are emphasized through student participation in various surveys, discussions and role-playing situations.

Economics and Consumer Education
Knowledge goals 6 and 7.

Four Weeks
One-half hour daily

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 R

GOAL 6 : Understand economics and economic systems.

OBJECTIVE a : Understand factors that influence economic behavior.

Example: Prices in K-Mart may be lower than prices at 7-11 because of quantity of merchandise received and sold.

LEARNING ACTIVITY(IES):

1. Ask individual children to make consumer observations in K-Mart and Super Markets, in "7-11" and other party stores.

   (a). Count the number of customers leaving each store in comparable half hour periods.

   (b). If possible, watch the driver of the bread truck or soft drinks truck at work. Compare the quantity of products delivered at the several stores.

   (c). Ask children to list all the employees required to handle the merchandise in each store. What does this contribute to costs?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3

GOAL 6 : Understand economics and economic systems.

OBJECTIVE b : Identify monetary units (coins, dollars).

Example: Identify nickels, dimes, quarters, pennies and half dollars by physical appearance and by value.

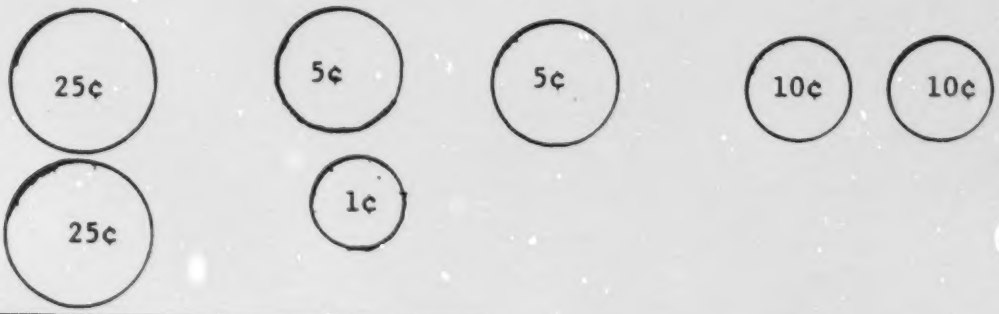
LEARNING ACTIVITY(IES):

1. Make a student activity sheet similar to the example.

   Explain to the students that money is used as a medium of exchange -- that money can be used to buy something that you want.

   Each time you buy something, you exchange money for that item (or service).

   Have students count out appropriate coins to show cost of item listed on a chart.



Tiny Toys Thirty-seven cents

On large chart.

RESOURCES:

1. Play money.
2. Student Activity Sheets.
3. Large chart.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 A

GOAL 6 : **Understand economics and economic systems.**

OBJECTIVE c : **Identify similarities and differences in how children obtain and use money.**

Example: Allowances and odd jobs; for buying food, clothing, recreation.

LEARNING ACTIVITY(IES):

1. Ask students how they obtain money (allowance, jobs around house), and write responses on chalkboard. It might help to include on the list how brothers/sisters obtain money.

2. Have students bring in empty boxes of cereal, old toys, pencils or other items to "sell." If prices are not on these items, have students make up a price for which they would sell the items.

   Teacher should provide play money.

   Have the students take turns buying and selling the items.

   Ask students to list why they bought or did not buy certain items. You might discuss that purchases are based on personal values, needs, wants.

   It would also be of interest to discuss why different people are willing to pay more or less for the same item.

RESOURCES:

1. Play Money
2. Magazines
3. Newspapers

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 A

GOAL 6 : Understand economics and economic systems.

OBJECTIVE d : Identify factors to consider when making purchases.

LEARNING ACTIVITY(IES):

1. Set up a situation in which students bring to class newspapers/ magazine clippings of items they would like to buy if they had a specific amount of money (for example, $25.00). If students do not have newspapers, they can list items that they would like to purchase.

   Then, ask students to go through the items and arrange them in order of importance, if more than one item is on their lists.

   The activity can be followed up in different ways. For example:

   a. Separate the items under "needs" and "wants."

   b. Discuss the concept of values being involved in making choices. Some students will select a food item while others would select a recreation item based on needs or values.

   c. Discuss whether the item is for immediate satisfaction or long-term use.

   d. Discuss the idea that it might be better for some students to save the $25.00 and wait until they have enough money to buy something they want more (instead of immediate gratification).

   e. Discuss quality/quantity.

RESOURCES:

1. Newspapers
2. Magazines
3. Play Money

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 I

GOAL 7 : Understand how to be an effective producer and consumer of goods and services.

OBJECTIVE a : Understand factors that influence consumer behavior.

Example: Supply and demand of items.

LEARNING ACTIVITY(IES):

1. Watch for articles in the newspapers about disasters and weather conditions that have decreased the supply of produce. For example, floods in Florida, freezes in Alabama and Georgia; and insects in California. Discuss the influence of these conditions upon prices in Saginaw. Will Saginaw people buy more or less of the affected products?

2. Compare costs of cars in 1980 with today's costs. Results?

3. Make a survey of the tooth paste cartons in your local super market. Which one will you choose? Why?

RESOURCES:

1. Newspaper articles.
2. Chart displaying prices of cars in 1980 as compared to those of today.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 I

GOAL 7 : Understand how to be an effective producer and consumer of goods and services.

OBJECTIVE b : Give examples of their own limited resources and unlimited wants.
Example: The amount of money a child has determines what he can buy, (wise decisions).

LEARNING ACTIVITY(IES):

1. Prepare a form on which students will anonymously report the amount of money they have had available in a recent set period of time from allowance and other sources. Ask them to list what they purchased with the money available and to list some of the things they also considered buying but did not have enough money to purchase.

2. Discuss the fact that the amount of money available to individuals of all ages varies widely, and is a "fact of life". Emphasize the universal human desire for more than one can afford and the necessity for everyone to make choices among conflicting wants and needs.

RESOURCES:
1. Getting the Things You Want, filmstrip and cassette from Photo Lab, Inc. (S,T)
2. What is Money?, book by James and Barkin from Raintree Publications (S)

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 R

GOAL 7 : **Understand how to be an effective producer and consumer of goods and services.**

OBJECTIVE c : **Demonstrate comparison shopping skills and the use of consumer aids in shopping for various goods and services.**

Example: A planned shopping list and coupons to use when shopping.

LEARNING ACTIVITY(IES):

1. Have children develop a shopping list for some basic foods for their family. Using grocery sales sheets from the newspaper, make shopping suggestions for the foods. (If possible, supplement the newspaper sales sheets with coupons collected from a variety of sources.)

2. Allow students to compare volume and cost of a given item (such as 16 oz. can of peaches at 75¢ versus 8 oz. can at 65¢ or 3 cans of peaches at 99¢ versus 1 can at 49¢).

RESOURCES:

1. Coupons

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 R

GOAL 7 : Understand how to be an effective producer and consumer of goods and services.

OBJECTIVE d : Identify deceptive sales techniques and practices.

Example: Compare prices with or without enclosed toy; shapes and colors of packages of comparable weights.

LEARNING ACTIVITY(IES):

1. Prepare a bulletin board of ads which students believe are deceptive.
2. Discuss the fact that people are sometimes inconsiderate or dishonest with other people, and the desirability of responsible behavior by everyone. Introduce examples of common deceptive practices very thoughtfully: help students be aware of the need to be alert but do not appear to condemn all businessmen or to justify irresponsible consumer behavior in response.
3. Collect empty cartons which demonstrate the cost with/without enclosed toys.
4. Make an exhibit of cartons, cans and bottles to show the influence of shape, color and design upon the perceived size of the containers.

RESOURCES:

1. REMC-9 #272235 MP Owl Who Gave A Hoot.
2. The Price is Right or Is It?, filmstrips and cassettes from Sterling Educational Films (S,T).

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Unit VII

SAGINAWIANS YESTERDAY, TODAY AND TOMORROW

Elementary understandings of social groups are introduced in Unit VII. The students will observe the common basic needs of all people and the diverse manners in which they meet these needs. They will note the differing customs and habits of groups but the similar basic motivations and desires.

A look at the groups within the community will provide information about relationships within and among groups. It will give students an opportunity to observe a variety of roles for individuals within a group and an understanding of the sources of these roles.

Sociology and Anthropology
Knowledge goals 4, 10 and 11

Four Weeks
One-half hour daily

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 I

GOAL 4 : **Understand diverse human cultures, customs, beliefs, and value systems.**

OBJECTIVE a : **Understand that people everywhere have the same basic needs, but the manner in which they meet these needs differs according to their culture.**

Example: Houses differ according to materials, family structure, beliefs and values.

LEARNING ACTIVITY(IES):

1. On a bulletin board, display pictures of different types of homes. Examples: apartment, forest home, stone home, igloos, pueblos, river home, tree home, houseboat, sod house, mobile home.

2. What are some of the reasons for people building different kinds of homes? Discuss climate, weather, water level, and other factors influencing style of home building. Consider the nomadic life of certain Eskimo and Indian tribes; the mobile life of the migrant workers; the apartment living of inner city workers.

3. What are the different ways people provide their need for food? for clothing? for shelter?

4. How do housing needs differ among different family structures? For example, the one-parent family; the family which includes grandparents and a playkin.

5. Some people value Sabbath dinners, birthday and holiday celebrations. How do these values affect the kinds of houses they want?

RESOURCES:

1. Pictures of different homes.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 I

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE b : Understand that customs and habits differ from one group to another.

Example: Religious beliefs, eating habits, holiday observances, and language.

LEARNING ACTIVITY(IES):

1. Construct the following chart on a bulletin board:

	Chicanos	Jews	Chinese	Blacks
FOOD				
CLOTHING				
SHELTER				
LANGUAGE(S)				
HOLIDAYS				

2. Ask the students to bring in pictures, photographs, and other materials that illustrate food, clothing and shelter from the various groups being studied. Discuss the similarities and differences noted among the various groups and record the students' responses on the chart.

3. Participate in Saginaw's PRIDE DAY. Attend the programs. Visit the exhibits. Eat some of the ethnic foods.

RESOURCES:

1. Travel Brochures

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 I

GOAL 4 : **Understand diverse human cultures, customs, beliefs, and value systems.**

OBJECTIVE C : **Understand that despite cultural differences, people everywhere have similar basic motivations and desires.**
Example: People everywhere need jobs, leisure time activities sports, competition, feelings of success.

LEARNING ACTIVITY(IES):

1. Display a circle chart on the bulletin board as shown below:

CULTURE WHEEL

Ask the students to bring pictures, photographs and illustrations which will fit into the categories listed on the culture wheel. The pictures should represent activities being performed in cultures other than ours.

Display the pictures on the culture wheel.

Discuss the similaries between the pictures in each of the categories.

2. Interview people of different ages and cultural groups. Ask each of them to tell about some successful experience. Make a book of "success stories" about people you know.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 I

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE d : Understand that within a community, there may exist one or several cultural groups.
Example: Blacks, Chicanos, Caucasians, Indians and Asians, in Saginaw.

LEARNING ACTIVITY(IES):

1. At least once a month plan to invite several parents and/or grandparents representing a particular ethnic or racial group to the classroom.

   They may tell the students about their ethnic heritage, show a film or slides, and answer any questions the students may have.

   They may also demonstrate how to prepare ethnic foods for the students.

   They may teach the students an ethnic dance, game or song. Sharing can be a learning situation.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 I

GOAL 4 : **Understand diverse human cultures, customs, beliefs, and value systems.**

OBJECTIVE e : **Understand that within a community there are different ethnic, racial, and religious groups.**
Example: Many nationalities, several races and numerous churches in Saginaw.

LEARNING ACTIVITY(IES):

1. Plan a walking trip of the immediate school community.

   Prepare a map, diorama, or bulletin board of the community showing the following:

   -religious buildings
   -ethnic restaurants
   -ethnic centers
   -stores and shops
   -other community and private buildings.

2. Develop a guest list for your room. Subdivide the list into ethnic, racial and religious groups. Can you think of potential guests for each category and sub-group?

   Plan for opportunities to invite the guests to your room. How will you get acquainted with them? What do you want to learn from them?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 I

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE F : Recognize the importance of being objective and fair in regard to cultural, racial and ethnic groups other than one's own as well as one's own.

Example: Child should not be excluded because of ethnic background, race, or religion.

LEARNING ACTIVITY(IES):

1. Set up criteria for leadership in room based upon skills, aptitude and abilities prior to the selection of the leader(s).

2. When dividing total class population into groups of equal size use a system to assure heterogeneous mix of ethnic background, race and religion, as appropriate.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 R

GOAL 10 : Understand the organization of human societies.

OBJECTIVE a : Compare customs and habits of different groups.

Example: Celebration of holidays, membership in religious group, care of young children, assumption of adult responsibilities.

LEARNING ACTIVITY(IES):

1. Select a filmstrip, film, or book depicting families of different ethnic backgrounds.

   After showing the filmstrip or reading the book, have students recall the customs and habits of each family depicted.

   List student responses on the chalkboard or chart paper.

   Ask students to look at their list of responses and think about how the families are alike and different. Discuss these possibilities. Compare with own family.

2. Have children list family customs and celebrations which are very important to them. Is participation dependent upon age? Other criteria?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 I

GOAL 10 : **Understand the organization of human societies.**

OBJECTIVE b : **Understand the relationships among groups and individuals.**

Example: Relationships among inschool and after school groups; among individuals in the several groups.

LEARNING ACTIVITY(IES):

1. Have children make lists of all the school groups to which they belong. Beside each group, name two of own very good friends within the group.

   Make a similar list of after school groups and friends within each. Are the friends the same as those in (a)?

2. Plan an Open House for parents. Assign responsibilities to each of the inschool groups, and to each of the after school groups. How are the groups related? What happens to the leadership roles?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 R

GOAL 10 : **Understand the organization of human societies.**

OBJECTIVE c : **Understand ways groups are interdependent, cooperate and compete.**

Example: Games, responsibilities, memberships and meeting times.

LEARNING ACTIVITY(IES):

1. Ask the following questions about some community and school groups: (Write the student responses on the chalkboard or a retrieval chart.)

   -What are the purposes and responsibilities of this group?

   -How do these two groups cooperate?

   -How do these two groups compete?

   Chart Example:

	Purpose of Group	How They Cooperate	How They Compete
School Groups			
Community Groups			

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 R

GOAL 10 : **Understand the organization of human societies.**

OBJECTIVE d : **Understand types of conflicts between groups and ways conflicts are resolved.**

Example: Memberships, meeting times, meeting places, financial resources and authority; resolved through steering committees, negotiations, compromises.

LEARNING ACTIVITY(IES):

1. For background information, select a filmstrip, film, or book which depicts conflict between two groups.

   Or - use the realistic situation of a conflict between two groups in your own classroom.

2. Have students recall the conflict shown in filmstrip, book, or live situation.

3. Discuss these things:

   -how the conflict began

   -how the conflict escalated

   -how the conflict could be resolved

4. Students should take a vote and agree on the best resolution to the conflict.

   Or - students should be organized into small groups and given the task of role playing different stages of the conflict.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 R

GOAL 10 : Understand the organization of human societies.

OBJECTIVE e : Understand how and why groups differ.

Example: Purposes, goals and organization of groups; values of members.

LEARNING ACTIVITY(IES):

1. Conduct interviews in class or play recordings of Cuban-American, Jewish-American, Afro-American, Native American or a member of any ethnic group present in Saginaw (Mexican or Chinese).

   Use the following outline for the interviews:

   -Have them introduce self.
   -Have them tell why they're a _____American.
   -Have them share traditions and customs of their group.
   -Have them list values of their group.
   -Have them tell how one can identify a member of his group.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 I

GOAL 11: Understand the relationships between individuals and groups.

OBJECTIVE a : Identify the variety of roles one can have within a group.

Example: Leader, mediator, facilitator, follower.

LEARNING ACTIVITY(IES):

1. Your school teachers and parents can help you learn about many things.

   Can you name some other people who can help you learn about the things listed below?

Health	Safety	Following Rules	Finding Books

2. Consider a game you have had on the playground. Who was the leader? The facilitator? The mediator? The follower(s)?

3. Think about one of your after school groups. Who is the leader? The facilitator? The mediator? The follower(s)?

RESOURCES:

1. Pictures of people in a variety of learning situations.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 R

GOAL 11: Understand the relationships between individuals and groups.

OBJECTIVE b : Understand that the role within a group may be assigned or achieved.

Example: Election, voluntary, or appointment.

LEARNING ACTIVITY(IES):

1. Make a list of the members of one of your school groups. Who are the officers? The leaders? The followers? Are membership roles assigned or achieved? Draw charts to show the processes.

   Try doing the same for your family group as you just did for your school group.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 I

GOAL 11: **Understand the relationships between individuals and groups.**

OBJECTIVE c : **Understand reasons why there are different roles within groups.**

Example: Skills, knowledge and attitudes help to determine the services rendered and goods produced.

LEARNING ACTIVITY(IES):

1. Some workers produce goods. Other provide services. What does each worker provide? Why?

   Record responses on a chart similar to this one.

WORKER	SKILLS/KNOWLEDGE ATTITUDES	GOODS/SERVICES
(picture) baker		
(picture) construction worker		
(picture) police officer		
(picture) salesperson		
(picture) farmer		
(picture) letter carrier		

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 R

GOAL 11: Understand the relationships between individuals and groups.

OBJECTIVE d: Understand the possible advantages and disadvantages of belonging to a variety of groups.

Example: Decision-making opportunities vs. responsibility load.

LEARNING ACTIVITY(IES):

1. Make a list of five church/community groups for children your age.

   What are the advantages of belonging to each of the groups?

   What if you belonged to all of the above groups at the same time?

   List several advantages and several disadvantages.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 R

GOAL 11: Understand the relationships between individuals and groups.

OBJECTIVE e : Understand the decision-making processes used by groups.

Example: Discussion and voting.

LEARNING ACTIVITY(IES):

1. Divide the class into groups. Have each group choose a leader and make up a rule for the classroom to follow.

   Then have the grup leaders report back to the class at large, explaining the reason for each rule.

   Discuss each rule in terms of its need and fairness.

   Ask the class if they want to keep the rule as it is or what changes they would like to make.

   Vote on the rule or make amendments and then vote.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Unit VIII

MAN'S USE AND CARE OF PEOPLE, PLACES AND THINGS

Environmental, ecological and presistent social problems in the community will be studied in Unit VIII. The students will consider these problems in relation to the basic needs of people and the natural resources available.

Newspapers, field observations and resource persons will be utilized to provide data for this study. Students will organize the information to make assessments about the quality of man's use and care of people, places and things in the local community.

Global Issues
Knowledge goal 3

Three Weeks
One-half hour daily

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 M

GOAL 3 : Understaud persistent global issues.

OBJECTIVE a : Identify environmental and ecological problems within the community.
Example: Air pollution as related to local industries.

LEARNING ACTIVITY(IES):

1. Attach a map of Michigan to a bulletin board. Have the students collect stories and newspaper articles on pollution problems and place articles around the map.

   Use colored yarn to connect the articles with the location on the map.

2. Take a hike around the community and take pictures or make lists of pollution problem areas.

RESOURCES:

1. A large map of Michigan, yarn, tacks.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 M

GOAL 3 : Understand persistent global issues.

OBJECTIVE b : Identify some persistent social problems within the community.

Example: Disease, conflicts, pets running loose, pollution, violence and strangers.

LEARNING ACTIVITY(IES):

1. Collect newspaper articles relating to social problems. Make a bulletin board display using articles. Allow students to give solutions to solving the problem. Attach solution near given article.
2. Show filmstrip Red Light, Green Light - (About strangers).
3. Contact Ruben Daniels LifeLong Learning Center-Health Department Kit on vaccinations (Childhood Diseases.)

RESOURCES:

1. Film: Red Light, Green Light, from Police Department.
2. Nurse Team

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 I

GOAL 3 : **Understand persistent global issues.**

OBJECTIVE c : **Identify local natural resources used to meet needs and developing problems of the community.**

Example: River for recreation, boating, swimming, fishing, skiing, transportation, and other industrial needs.

LEARNING ACTIVITY(IES):

1. Investigate with the class the natural resources in the community.

   Trace the interdependence of the Saginaw River. Develop a chart or diagram to show students how a community works together to provide goods and services. (Example: The usage of the Saginaw River.)

RESOURCES:

1. REMC-9 #272459 SL Saginaw-One Hundred Years.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 3 I

GOAL 3 : **Understand persistent global issues.**

OBJECTIVE d : **Identify community problems related to energy needs.**

Example: Cost of gasoline and electricity.

LEARNING ACTIVITY(IES):

1. Correlate to science the study of energy as a source of power to move objects, accomplish work, and make heat.
2. List renewable and non-renewable sources of energy. Help students conclude that saving energy is important. Develop a list of everyday ways they can save energy.
3. Develop a classroom energy center which has books, magazines, brochures, and photos dealing with aspects of energy.
4. Take a walking tour around the school building with a maintenance person to discover ways energy is being saved or ways saving could be increased.
5. Invite a resource person to speak to the class. Interview local people about their energy concerns.

RESOURCES:

1. Free materials from sources listed in teacher magazines.
2. Resource from local power company.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDG: GRADE 3 I

GOAL 3 : **Understand persistent global issues.**

OBJECTIVE e : **Understand some of the basic needs common to all people within the community such as food, shelter and clothing.**
Example: Saginawians need food, shelter, clothing, water, love, trust and sharing.

LEARNING ACTIVITY(IES):

1. Use a bulletin board to display pictures showing cultures, homes, clothing, and food in many different parts of the world.

   Have students discuss what they see in the pictures. Write the list on the chalkboard or chart paper.

   Direct the attention of the students toward categorizing the list into main ideas or topics.

   Write the main topics in large letters on the chalkboard or chart paper. Use it to summarize the concept that all people have the same basic needs.

2. Collect or draw pictures of Saginawians in direct "search of food." Examples - shopping at a super market, eating in a restaurant, going through a drive-in food service, visiting a "soup kitchen," receiving "Meals on Wheels."

3. Try an activity similar to number 2, above, but related to need for clothing or love.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.